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ABSTRACT

Fifth-year pupil and teacher attitudes and opinions in innovative and conventional school plants during the 1970-1971 school year are contrasted. Teachers' educational backgrounds are also compared. The most significant finding of the study was that very few teachers in innovative plants favored a return to traditional school plants or self-contained classrooms. In spite of dissatisfaction with a variety of things, the overwhelming majority rejected a return to conventional plants and teaching methods. Other findings included: 1) Fifth-year teachers in innovative schools tended to be less experienced than teachers in conventional schools; 2) Almost 40% of the fifth-year teachers in traditional plants did not teach one class in a self-contained situation; 3) The majority of fifth-year teachers in traditional plants worked or planned in some sort of team or semi-team situation; 4) About 75% of the innovative teachers, less than 50% of the conventional teachers, and very few of the students in either type of school felt that discipline was too easy; 5) Teachers' and pupils' responses agreed that noise was more of a problem in innovative schools; and 6) Greater acceptance and implementation of individualized approaches to instruction in innovative schools were indicated. (Author/LH)

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EVALUATION OF INNOVATIVE SCHOOLS:

RESEARCH QUESTIONNAIRE TABULATIONS FOR FIFTH–YEAR PUPILS AND TEACHERS

1970–71

Submitted to Harry F. McComb
Associate Superintendent for
Curriculum and Teaching

The School Board of Broward County, Florida
Benjamin C. Willis, Superintendent of Schools

Research Department
Report No. 54
April 1972

Abstract

This report contrasts fifth-year pupil and teacher attitudes and opinions in innovative and conventional school plants during the 1970-71 school year. Teachers' educational backgrounds are also contrasted.

Important findings included:

1. Fifth-year teachers in innovative schools tended to be less experienced than teachers in conventional schools. They also were more likely to be newcomers to Broward County. Almost twenty percent of the fifth-year teachers in innovative schools were graduates of FAU. About ten percent of the fifth-year teachers in conventional schools were FAU graduates.

2. Almost forty percent of the fifth-year teachers in traditional plants did not teach one class in a self-contained situation.

3. The majority of fifth-year teachers in traditional plants worked or planned in some sort of a team or semi-team situation.

4. About three-fourths of the fifth-year teachers in innovative schools felt that discipline was too easy. Less than half of the teachers in conventional plants felt this way. Very few students in either type of school felt that discipline was too easy.

5. Teachers' and pupils' responses agreed in indicating noise was more of a problem in innovative than traditional school plants.

6. There were several questionnaire results which indicated a greater acceptance and implementation of individualized approaches to instruction in innovative schools.

7. Probably the most important finding of the study was that very few teachers in innovative plants favored a return to traditional school plants or self-contained classrooms. A majority of the fifth-year teachers in innovative schools appeared to be dissatisfied with a variety of things, but the overwhelming majority rejected a return to traditional plants and teaching methods.

EVALUATION OF INNOVATIVE SCHOOLS

RESEARCH QUESTIONNAIRE TABULATIONS FOR FIFTH-YEAR PUPILS AND TEACHERS

1970-71

Submitted to
Harry F. McComb, Superintendent
for Curriculum and Teaching

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
BENJAMIN C. WILLIS, SUPERINTENDENT OF SCHOOLS

Research Department
Report No. 54
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EVALUATION OF INNOVATIVE SCHOOLS:
RESEARCH QUESTIONNAIRE TABULATIONS
FOR FIFTH-YEAR PUPILS AND TEACHERS
1970-71

Introduction

This report is based upon research data collected in May, 1971. These data were secured at the fifth- and eighth-year levels. This report presents tabulations of fifth-year data. Fifth-year data is drawn from more sources, and in the case of the teacher data, is more reliable than the eighth-year data.

This report can stand alone as providing very important information about local innovative programs. The information it reports also provide important source materials for the Research Department. Current and longitudinal analyses of achievement and attitudinal trends in innovative schools and the school system as a whole will be based upon these data. Such analyses may serve to explicate sources of achievement and attitudinal differences in the county, and between innovative and conventional schools.

Procedures

The questionnaires administered to pupils and teachers were constructed in cooperation with county-level and school-level instructional personnel. Mrs. Bea Williamson provided a good deal of help at the county-office level. Teachers in open-plant schools determined the basic content of the questionnaires.

Principals in each open-plant elementary and middle school selected a person to serve as liaison between this department and his school. Liaison people solicited suggestions for this questionnaire from all faculty members. Written suggestions were collected at each school. Research personnel classified these suggestions into major areas of concern. The final instruments contained items representative of the teachers' major concerns. Many of the items were worded precisely as suggested by one or more teachers.

In this report, innovative schools were classified only in terms of physical plants. Twelve innovative schools had been in operation for at least one year in a new plant. Questionnaires were administered to all fifth-year teachers and pupils in these twelve schools.

The twelve schools were:

1. Castle Hill
2. Coconut Creek
3. Cypress
4. Fairway
5. Mirror Lake
6. Palmview
7. Annabel Perry
8. Sabal Palm
9. Hollywood Central
10. Hollywood Park
11. Village
12. Floranada

All fifth-year teachers and pupils at the two Novas were also included in the study.

Sampling procedures were used to provide comparative data for the rest of the county. A list of all fifth-year teachers was secured. About one-third of these teachers were selected at random. These teachers and the pupils in their homerooms provided the nucleus of the comparative data.

The instruments were for the most part completed by the teachers in this original sample. However, all teachers who taught reading or math to any of the pupils in this sample also completed certain of the instruments. In self-contained situations, the same teachers completed all questionnaires. In departmentalized or individualized situations, this was not necessarily the case. In each section, the specific group of teachers from whom data were collected will be briefly noted.

Most of the teacher questionnaires were anonymous. Reading and math teachers were identified by name in completing the Elementary School Program Questionnaire. This was done so that class averages could be used in comparing innovative and conventional schools in terms of instructional programs (self-contained vs. departmentalized vs. individualized, etc.) rather than solely on the basis of physical plants. It also made it possible to examine the effects of teacher training and related variables upon student achievement. The background data of the latter type, e.g., sex, race, location of degree, etc., were secured with the cooperation of the personnel department. All data which were not originally anonymous are now anonymously entered in computer tapes.

Students were identified by name on the Student Survey Questionnaire. This was done to provide more material for in depth analyses. Most questions which dealt with possibly controversial areas, however, were anonymous for both teachers and pupils. These matters will be briefly reviewed in each section of the report so that the reader can be aware of which tables were based upon completely anonymous returns and which were not.

Limitations

The somewhat uneven quality of some of the information covered in this report reflects the exploratory nature of data collection in 1970-71. It would have been easier for the reader had only seemingly important results been documented in this report. Some effort has been made to orient the reader through summarizing some of the highlights of each section. In only a few instances, however, have tabulations of all items on

the original forms not been reported in the tables. Items were omitted only where questions or results were grossly ambiguous and uninformative. Further editing might have resulted in deleting items which may have been more important in some peoples' opinions than in those of the editor. The complete set of questionnaires is appended to this report.

. It will be necessary to refine and update survey instruments each year. The basic strategy followed in 1970-71 (and amplified in 1971-72) will be to concentrate upon the following sources of differences in achievement:

1. Teacher background data
2. Differences in types of instructional programs

Attention will be primarily focused upon the elementary level (grades three and five). The sources of this information are primarily objective. Putting first things first, this emphasis is most likely to provide an immediate payoff in explaining differences in achievement in innovative schools and the county as a whole. This priority is best accomplished by using only a few research instruments and including many pupils and teachers in the studies. In most of the in depth analyses at this level of complexity, it is often best to use class averages rather than scores of individual pupils in analyses.

Upon completing 1971-72 investigations of the effects of these priority factors, the emphasis will shift to using more instruments and including fewer teachers and students in the studies. In this way, more control can be placed upon securing data under standardized conditions. By that time, experience with previous results will also provide indications of areas which need to be measured with a more inclusive set of instruments.

The above comments are designed to preface a major limitation of this report. That limitation concerns the amount of bias which might have entered into the questionnaire data due to uncontrolled factors. A good way to avoid some sources of bias is to provide centralized supervision of data collection. This can be most practically and economically done through the use of sampling studies. In all candor, there is simply no way to know at this time how closely pupil and teacher results in this report would approximate results obtained under more vigorously controlled conditions. On the surface, it certainly appears that responses to some of the items were at least honest. This is particularly true of some items where negative responses would not be pleasing to teachers,* in the case of pupils' responses; or principals, in the case of teachers' responses. Some of the unevenness or apparent inconsistencies in the 1970-71 responses could be accounted for by the poor quality of some of the individual questionnaire items.

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*Research Report No. 53, Evaluation of Innovative Schools: OCDQ Results for Fifth-Year Teachers, 1970-71 deals with a general morale factor which should be considered in interpreting teachers' responses to these questionnaire items.

Teacher Background Data

This information was obtained with the cooperation of the Personnel Department. Background information is provided for fifth-year teachers in the twelve innovative and two Nova schools. Background information was also obtained on all fifth-year teachers involved in the total study in the rest of the county. Only teachers in the original random sample are included in the tabulations in this section. This is done to provide the best possible estimate of total county figures on the basis of sampling. These data were secured so that pupil achievement and attitudes could be analyzed in terms of this type of information. Inspection of the following tables and highlights will indicate that teachers in the two types of plants differed on some of these background variables. One will be better able to evaluate how crucial these differences were in terms of pupil attitudes and achievement upon the completion of the planned analyses of these data.

Highlights of this section include:

1. Fifth-year teachers in innovative schools were likely to be newcomers to Broward County. About sixty percent had taught in the county less than four years as contrasted with forty percent in conventional plants.

2. About the same percent in both types of plants were first-year teachers. On the whole, however, innovative schools had less experienced fifth-year teachers.

3. Teachers in innovative schools were more likely to hold recent bachelors degrees. It appears that conventional schools tended to have older and more experienced fifth-year teachers.

4. About the same percent (roughly forty) of teachers in both types of schools were graduates of Florida colleges. The greatest numbers of out-of-state graduates in innovative schools came from North Central (23%) and Atlantic (16%) states. Out-of-state graduates in conventional schools tended to come from North Atlantic (14%), North Central (14%), and Atlantic (12%) states.

5. Florida Atlantic University produced the most graduates of any state school. Sixteen (42%) of the 38 graduates of Florida schools in innovative schools received their bachelors degrees from FAU. Fifteen (25.4%) of the 59 Florida graduates in conventional plants attended FAU. Of the total number of teachers in both types of schools, about eighteen percent and ten percent in innovative and conventional schools, respectively, graduated from FAU.

6. Florida State University graduated seven (18%) and Florida A & M six (16%) of the remaining Florida graduates in innovative schools. At least six (10%) of the teachers in conventional schools were graduates of Florida State, Florida Memorial, University of Miami, and Florida A & M.

7. It may be noted that Florida Atlantic University also produced the most masters degree people in both types of schools.

TEACHER BACKGROUND DATA

	Innovative Schools	Conventional Schools	Nova Schools
Sex	(89)	(145)	(12)
Female	76.4%	76.6%	50.0%
Male	23.6	23.4	50.0
Race			
	(89)	(145)	(12)
Black	21.3	21.4	25.0
White	78.7	78.6	75.0
Bachelors Degrees from Florida College	(38)	(59)	(5)
Florida Memorial College	2.6	11.9	----
Florida A & M University	15.8	18.6	----
Bethune-Cookman College	5.3	5.1	20.0
Florida Atlantic University	42.2	25.4	40.0
University of Florida	2.6	6.8	----
Florida State University	18.4	10.2	----
University of Miami	2.6	13.6	20.0
Florida Southern College	----	1.7	----
Jacksonville State Teachers College	5.3	1.7	20.0
Barry College	----	3.4	----
Florida Normal College	2.6	1.6	----
Edward Waters College	2.6	----	----
Masters Degrees from Florida College	(10)	(16)	(5)
Florida A & M University	10.0	6.2	----
Florida Atlantic University	60.0	56.3	60.0
University of Florida	10.0	----	----
Florida State University	10.0	12.5	----
University of Miami	10.0	25.0	20.0
Barry College	----	----	20.0
Number of Years Taught in Broward County	(88)	(145)	(11)
1 Year	25.0	14.5	9.0
2-3 Years	34.2	25.0	18.2
4-6 Years	18.2	18.6	27.3
7-9 Years	5.6	12.3	18.2
10-12 Years	7.9	11.7	27.3
13-15 Years	8.0	9.6	----
16-23 Years	1.1	8.3	----
Total Years of Teaching Experience	(88)	(145)	(11)
1 Year	8.0	7.6	9.1
2-3 Years	29.5	15.2	18.2
4-6 Years	25.1	22.1	18.2
7-9 Years	10.2	14.5	----
10-12 Years	3.4	10.3	45.5
13-15 Years	12.5	7.5	9.0
16-20 Years	6.8	7.7	----
21-25 Years	2.2	3.4	----
26-30 Years	2.3	6.2	----
31-41 Years	----	5.5	----

	Innovative Schools	Conventional Schools	Nova Schools
Year Bachelors Degree Was Obtained	(88)	(145)	(11)
1926-30	----	1.3%	----
1931-34	----	2.0	----
1935-39	2.3	4.1	----
1940-44	3.3	1.3	9.1
1945-49	1.1	7.0	18.2
1950-54	5.6	13.1	----
1955-59	15.9	11.2	36.4
1960-64	20.5	19.2	9.1
1965-69	43.3	34.6	27.3
1970	8.0	6.2	----
Bachelors Degree in Education?	(88)	(145)	(11)
No	9.1	13.1	45.5
Yes	90.9	86.9	54.5
College Location for Bachelors Degree	(88)	(145)	(11)
New England States	1.1	5.5	----
North Atlantic States	3.4	13.8	18.2
North Central States	22.7	13.8	9.1
Central States	1.1	4.1	----
Atlantic States	15.9	12.4	9.1
Southeastern States	3.4	6.2	18.2
Southwestern States	6.8	1.4	----
Western States	1.1	----	----
Pacific States	----	2.1	----
Other	1.1	----	----
Florida	43.2	40.7	45.5
Florida Atlantic University	18.2	10.3	18.2
Other Florida Schools	25.0	30.4	27.3
Masters Degree?	(88)	(145)	(11)
No	79.5	75.2	36.4
Yes	20.5	24.8	63.6
Year Masters Degree Was Obtained	(18)	(36)	(7)
1940-42	5.6	2.8	----
1943-45	----	5.6	----
1946-48	----	2.8	----
1949-51	----	2.8	14.3
1952-54	5.5	8.4	----
1955-57	----	16.7	----
1958-60	16.6	8.4	----
1961-63	11.1	5.6	----
1964-66	27.8	5.6	14.3
1967-69	22.3	33.3	71.4
1970	11.1	8.3	----

	Innovative Schools	Conventional Schools	Nova Schools
Masters Degree in Education?	(18)	(35)	(7)
No	5.6%	2.9%	----
Yes	94.4	97.1	100.0
College Location for Masters Degree	(18)	(36)	(7)
New England States	5.6	5.6	----
North Atlantic States	5.6	19.4	14.3
North Central States	16.7	13.9	----
Atlantic States	5.6	8.3	----
Southeastern States	----	8.3	14.3
Southwestern States	11.1	----	----
Florida	55.6	44.4	71.4
Florida Atlantic University	33.3	25.0	42.8
Other Florida Colleges	22.2	19.4	28.6

Elementary School Program Questionnaire

This instrument was not anonymous. It was completed by teachers who taught reading or math to fifth-year pupils in the twelve innovative schools, the two Novas, and to pupils in the homerooms of a random sample of fifth-year teachers in the rest of the county. This instrument was not anonymous because class averages on reading and math achievement tests will be analyzed in terms of responses to these items. The primary purpose of this instrument was to determine the extent to which instructional features of individualized programs were being implemented in traditional plant facilities in the rest of the county.

Highlights include:

1. Almost forty percent of fifth-year teachers in traditional school plants did not teach one class in a self-contained situation.

2. The majority of teachers in traditional school plants worked or planned in some sort of a team or semi-team situation.

3. Teachers in innovative schools were more likely to report that pupils often helped plan their assignments and schedules.

4. The great majority of fifth-year teachers in both types of schools felt that they taught an individualized program in some subjects. Unless individualized instruction is carefully defined, it can be a rather meaningless term.

It is expected that this instrument will provide a way of contrasting the effectiveness of methods of instruction which depart from the traditional self-contained classroom. It will permit contrasting pupil outcomes in attitude and achievement in terms of instructional programs rather than merely physical plants.

PERCENT OF TEACHERS RESPONDING TO SELECTED ITEMS
ON THE ELEMENTARY SCHOOL PROGRAM QUESTIONNAIRE
FOR THREE TYPES OF SCHOOLS

Question	Innovative Schools n = 75	Conventional Schools n = 142	Nova Schools n = 12
Do you feel you have enough time to plan for your students?			
Yes	33.3%	33.8%	41.7%
No	66.7	65.5	58.3
No answer	0.0	0.7	0.0
Do you feel you have enough materials to plan a program to fit the needs of your students?			
Yes	68.0	54.9	50.0
No	30.7	45.1	50.0
No answer	1.3	0.0	0.0
Do you feel you and your students have easy access to all the materials and equipment in your school?			
Yes	77.3	83.1	91.7
No	22.7	16.9	8.3
No answer	0.0	0.0	0.0
Do you feel you have had sufficient inservice training to implement your educational program?			
Yes	64.0	78.2	91.7
No	36.0	19.0	8.3
Invalid responses	0.0	2.8	0.0
Are you in an:			
Open school?	94.7	6.3	58.3
Standard classroom?	0.0	81.7	0.0
Suite of rooms?	5.3	12.0	41.7
Do you work in a team or semi-team situation?			
Yes	96.0	56.3	100.0
No	2.7	43.0	0.0
No answer	1.3	0.7	0.0
Do you plan in a team or semi-team situation?			
Yes	92.0	50.7	100.0
No	8.0	48.6	0.0
No answer	0.0	0.7	0.0

Question	Innovative Schools n = 75	Conventional Schools n = 142	Nova Schools n = 12
Are your students assigned to your class(es) by ability level?			
Yes	25.3%	30.3%	0.0%
No	74.7	64.8	100.0
Invalid responses	0.0	4.9	0.0
Are you involved in the planning of any subjects you don't teach?			
Yes	24.0	21.8	25.0
No	72.0	76.1	75.0
Invalid responses	4.0	2.1	0.0
Would you say you teach an individualized program in some subjects?			
Yes	97.3	82.4	100.0
No	2.7	16.2	0.0
Invalid responses	0.0	1.4	0.0
Which word best describes how often students help plan their assignments and schedules?			
Often	52.0	34.5	100.0
Seldom	48.0	64.8	0.0
No answer	0.0	0.7	0.0
In reports to parents, do you grade students:			
According to grade norms?	0.0	4.9	0.0
According to the student's progress relative to his ability?	98.7	89.5	100.0
Invalid responses	1.3	5.6	0.0
How many classes do you teach?			
1 (self-contained)	6.7	59.2	0.0
Other	93.3	40.8	100.0

Responses of Teachers and Students to Items Common to Both Groups on Attitudinal Questionnaires

The two instruments used in this section were the Student Attitude Questionnaire and the Teacher Attitude Questionnaire. Both instruments were administered anonymously. All fifth-year teachers in the two Novas and twelve innovative schools completed the questionnaires. All fifth-year teachers who taught either reading or math to pupils in the homerooms of teachers in the original random sample also completed the questionnaires.

The two instruments contained a set of items which were either identical or were altered only to the extent needed to provide subject terms or vocabulary appropriate to the status (students or teachers) of the respondents. This technique of questionnaire construction makes it possible to contrast the points of view of students and teachers. Responses to some of the items clearly reflect areas where students' and teachers' concerns differ considerably. For example, teachers are definitely more likely to feel that discipline in a school is "too easy" than are students. Teachers also tend to be more optimistic about the happiness of pupils with school than do the pupils themselves.

Some of the highlights of this section include:

1. About three-fourths of the fifth-year teachers in innovative schools felt discipline in their school was too easy. Less than half of the teachers in conventional schools felt this way. Very few students in either type of school felt that discipline was too easy.

2. Students and teachers agreed that teachers seem to have more time to help pupils in conventional schools. At Nova, which is highly individualized, teachers seem to have the least time to help pupils.

3. The majority of fifth-year pupils and teachers in innovative schools felt that there was too much noise and confusion at their school. The majority of fifth-year students and teachers in the rest of the county felt that noise was not too much of a problem at their school.

4. Pupils and teachers in innovative schools were more inclined to indicate that "working on their own" was the favored mode of instruction among pupils. In conventional schools, class discussions were preferred.

Some of the items which are not highlighted above deserve study. The lack of differences between innovative and conventional schools on some of these items certainly should be emphasized. On some of the items related to discipline, for example, students did not differ much in the two types of schools. Except for the noise level, pupils in open-space plants were not much more sensitive to problems of classroom management than were pupils in conventional plants.

SUMMARY OF TEACHER AND STUDENT RESPONSES
TO ITEMS COMMON TO BOTH GROUPS
ON THE ATTITUDINAL QUESTIONNAIRES

Question	Teacher Responses			Student Response		
	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12	Innovative Schools n = 1552	Conventional Schools n =2907	Nova Schools n = 247
The temperature at this school is:						
Usually comfortable.	66.2%	31.7%	91.7%	72.4%	48.0%	73.3%
Often too hot or too cold.	33.8	68.3	8.3	27.6	52.0	26.7
In my opinion, discipline at this school is:						
Too strict.	2.7	0.7	0.0	17.1	16.8	11.3
Too easy.	74.3	46.5	41.7	10.5	7.5	11.3
Just right.	20.3	49.3	58.3	70.8	75.6	76.9
Invalid responses	2.7	3.5	0.0	1.6	0.1	0.5
Most teachers at this school:						
Never seem to have enough time to help pupils.	6.8	5.6	0.0	7.9	5.9	10.1
Sometimes are too busy to give pupils enough help.	66.2	53.6	75.0	53.4	42.3	64.0
Always have time to help pupils.	25.7	38.0	25.0	37.4	51.6	25.9
Invalid responses	1.3	2.8	0.0	1.3	0.2	0.0
I think that most pupils in my classes:						
Feel happy about coming to school.	81.1	85.2	100.0	34.3	44.7	43.7
Don't care.	14.9	13.4	0.0	33.8	28.8	37.7
Feel unhappy about coming to school.	1.4	0.7	0.0	30.5	26.3	18.6
No answer	2.6	0.7	0.0	1.4	0.2	0.0
In my opinion:						
There is too much noise and confusion at this school.	58.1	28.9	33.4	55.2	38.3	27.1
Noise is not too much of a problem at this school.	35.1	55.6	58.3	36.1	50.3	64.0
Noise is not a problem at this school.	5.4	14.1	8.3	7.2	11.4	8.9
No answer	1.4	1.4	0.0	1.5	0.0	0.0

Question	Teacher Responses: Innovative Schools n = 74	Teacher Responses: Conventional Schools n = 142	Teacher Responses: Nova Schools n = 12	Student Responses: Innovative Schools n = 1552	Student Responses: Conventional Schools n = 2907	Student Responses: Nova Schools n = 247
In my class (or classes):						
A lot of time is spent making pupils behave.	62.2%	47.2%	58.3%	61.0%	59.3%	48.2
Not much time is spent correcting conduct.	37.8	51.4	41.7	36.3	40.4	51.8
Invalid responses	0.0	1.4	0.0	2.7	0.3	0.0
Most teachers in this school:						
Don't seem to care if pupils do well or not.	10.8	6.3	0.0	17.5	10.4	13.4
Always try to help students do their best.	87.8	90.2	100.0	81.2	89.5	86.3
Invalid responses	1.4	3.5	0.0	1.3	0.1	0.3
Most teachers in this school seem happy.						
Yes	55.4	66.2	83.3	52.8	54.2	56.3
No	21.6	9.9	0.0	15.9	10.5	4.0
Don't know	23.0	22.5	16.7	30.0	35.2	39.7
Invalid responses	0.0	1.4	0.0	1.3	0.1	0.0
In this school:						
Students seem to be very friendly to each other.	62.2	64.1	83.3	19.3	26.4	23.9
Students are friendly to each other but only in cliques or groups.	37.8	31.0	16.7	55.5	49.8	60.3
Most students are not friendly.	0.0	4.2	0.0	23.6	23.5	15.4
Invalid responses	0.0	0.7	0.0	1.6	0.3	0.4
Most pupils prefer:						
Class discussions.	37.8	47.2	8.3	22.5	37.9	10.5
Teacher lectures.	2.7	0.7	0.0	9.1	15.2	1.6
Working on their own.	56.8	43.0	91.7	66.9	46.1	87.9
Invalid responses	2.7	9.1	0.0	1.5	0.8	0.0
Most students:						
Work hard most of the time.	13.5	27.5	41.7	27.3	35.6	30.0
Work hard sometimes.	64.9	52.8	58.3	37.6	39.6	56.2
Only work hard when teacher is watching.	20.3	18.3	0.0	33.8	24.7	13.8
Invalid responses	1.3	1.4	0.0	1.3	0.1	0.0

Question	Teacher Responses			Student Responses		
	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12	Innovative Schools n = 1552	Conventional Schools n = 2907	Nova Schools n = 247
Most teachers:						
Know their students very well.	51.4%	66.9%	66.7%	66.6%	71.6%	64.0%
Know their students fairly well.	48.6	30.3	33.3	24.4	22.9	31.2
Don't know their students well at all.	0.0	0.7	0.0	7.6	5.3	4.5
Invalid responses	0.0	2.1	0.0	1.4	0.2	0.3
Most pupils get help from the guidance counselor:						
Often.	39.2	43.7	66.7	43.7	50.3	59.5
Seldom.	50.0	45.8	25.0	37.1	34.9	34.0
Never.	9.5	7.7	8.3	17.6	14.0	6.5
Invalid responses	1.3	2.8	0.0	1.6	0.8	0.0
Students find learning materials in most subjects:						
Interesting.	85.1	76.1	75.0	57.0	64.8	69.2
Dull.	8.1	8.5	8.3	22.4	18.7	16.6
Confusing.	5.4	9.9	16.7	19.1	16.1	13.8
Invalid responses	1.4	5.5	0.0	1.5	0.4	0.4
Most pupils worry about grades.						
Yes	60.8	57.1	25.0	70.9	71.7	46.2
No	35.1	35.2	50.0	10.5	10.8	18.6
Don't know	4.1	7.0	25.0	16.7	17.1	34.4
Invalid responses	0.0	0.7	0.0	1.9	0.4	0.8
Most pupils are proud of this school.						
Yes	67.6	66.9	91.7	45.8	44.4	51.0
No	1.3	9.9	0.0	23.1	22.9	7.3
Don't know	31.1	22.5	8.3	29.5	32.4	41.3
Invalid responses	0.0	0.7	0.0	1.6	0.3	0.4
At this school, pupils:						
Often wait around a lot before they are told what to do.	35.1	35.2	25.0	53.0	45.6	31.6
Move from one activity to another with few delays.	62.2	62.7	75.0	45.2	53.8	68.4
Invalid responses	2.7	2.1	0.0	1.8	0.6	0.0

Teacher Attitude Questionnaire

This instrument formed the basis for the teacher data in the preceding section. It was anonymous. It was administered to all fifth-year teachers in twelve innovative schools and the two Novas. The reading and math teachers of pupils in the original homeroom sample from the rest of the county also completed this instrument. Some of the items only pertained to innovative situations. These items were not included on questionnaires sent to conventional schools.

Highlights include:

1. Teachers in innovative schools felt more comfortable about three items relating to the "open-space" arrangement for classroom instruction than did teachers in conventional schools. The latter teachers could, of course, only conjecture about how they would feel in such a situation. The items were: having other teachers present while teaching; teaching in an area where other teachers were also teaching; and being under observation by visitors.

2. Teachers in innovative schools tended to think smaller pupil-teacher ratios were required for a fair evaluation.

3. Teachers in innovative schools were more optimistic about the possibility of implementing a program of individualized instruction for all students.

4. Teachers in innovative schools gave consistently positive responses to important items specific to innovative programs. It is important to note that seventy-three percent of these teachers felt team teaching had helped them become better teachers. Innovative teachers' responses to two items were particularly important:

   a. Only about twelve percent favored teaching in a self-contained classroom. The majority opted for subject matter specialization, semi-departmentalization.

   b. Only about seven percent favored traditional classroom facilities. Forty percent preferred movable partitions. About twenty percent favored complete openness, and another twenty percent preferred pods.

<u>What needs to be emphasized strongly about these findings is that very few teachers with experience in the new plants favored going back to self-contained classes in traditional plants</u>.

PERCENT OF TEACHERS IN THREE TYPES OF SCHOOLS
RESPONDING TO THOSE ITEMS ON THE TEACHER ATTITUDE QUESTIONNAIRE
THAT WERE EXCLUSIVE OF THE STUDENT QUESTIONNAIRE

Question	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12
How comfortable would you feel having other teachers present in the room while you are teaching?			
Very comfortable	71.6%	47.9%	100.0%
Slightly comfortable	16.2	29.6	0.0
Slightly uncomfortable	10.8	19.7	0.0
Very uncomfortable	1.4	2.8	0.0
How comfortable would you feel teaching in an area where other teachers are also conducting class?			
Very comfortable	71.6	35.9	91.7
Slightly comfortable	16.2	28.2	0.0
Slightly uncomfortable	8.1	21.1	8.3
Very uncomfortable	4.1	12.7	0.0
No answer	0.0	2.1	0.0
How comfortable would you feel having frequent visits by teachers and administrators observing your class?			
Very comfortable	52.7	30.3	83.3
Slightly comfortable	32.4	37.3	16.7
Slightly uncomfortable	13.5	25.4	0.0
Very uncomfortable	1.4	5.6	0.0
No answer	0.0	1.4	0.0
Is the pupil-teacher ratio at your school too large to effectively implement this school's educational program?			
Yes	83.8	64.1	91.7
No	16.2	34.5	8.3
Don't know	0.0	1.4	0.0
What is the pupil-teacher ratio you think would be needed to fairly evaluate the effectiveness of your instructional program?			
12 to 1	1.4	0.0	0.0
15 to 1	5.4	5.6	0.0
17 to 1	1.4	0.0	0.0
20 to 1	33.8	21.9	8.3
22 to 1	1.4	0.7	0.0
23 to 1	4.1	2.8	0.0
24 to 1	4.1	2.8	0.0
25 to 1	43.2	54.3	58.3
26 to 1	1.3	2.1	0.0
27 to 1	0.0	2.1	0.0
28 to 1	1.3	2.8	16.7
30 to 1	1.3	2.1	16.7
No answer	1.3	2.8	0.0

Question	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12
The staff at the county office level:			
Often provides valuable assistance.	5.4%	12.0%	8.3%
Sometimes provides valuable assistance.	44.6	47.2	41.7
Seldom provides valuable assistance.	37.8	33.1	41.7
Never provides valuable assistance.	10.8	4.9	8.3
No answer	1.4	2.8	0.0
The staff at the area level:			
Often provides valuable assistance.	16.2	27.5	8.3
Sometimes provides valuable assistance.	47.3	47.2	58.4
Seldom provides valuable assistance.	28.4	23.2	33.3
Never provides valuable assistance.	6.8	1.4	0.0
No answer	1.3	0.7	0.0
Does the present report card provide an adequate basis for reporting pupil progress?			
Yes	9.5	21.1	58.3[a]
No	90.5	74.0	41.7
Don't know	0.0	3.5	0.0
Invalid responses	0.0	1.4	0.0
Do you think it is really possible to implement an individualized program for all pupils?			
Yes	56.8	42.3	75.0
No	37.8	47.2	25.0
Don't know	4.1	9.2	0.0
Invalid responses	1.3	1.3	0.0
Do you have sufficient materials to effectually implement your program?			
Yes	71.6	---	66.7
No	27.0	---	16.7
Unsure	1.4	---	16.6
Is there a problem with sharing materials?			
Yes	45.9	---	16.7
No	52.7	---	75.0
Unsure	1.4	---	8.3
Do you know how to use all of the materials available to you?			
Yes	64.9	---	83.3
No	31.1	---	16.7
Unsure	4.0	---	0.0

*Nova has a different form of report card.

Question	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12
Do you know how to use all of the available equipment?			
Yes	74.3%	---	83.3
No	17.6	---	16.7
Unsure	8.1	---	0.0
Do you think the new materials and equipment now available really facilitate learning?			
Yes	85.1	---	83.3
No	6.8	---	0.0
Unsure	8.1	---	16.7
On the whole, do you feel team teaching has helped you become a better teacher?			
Yes	73.0	---	83.3
No	18.9	---	0.0
Unsure	8.1	---	16.7
Do you feel good ideas are often thwarted by other team members?			
Yes	31.1	---	25.0
No	60.8	---	50.0
Unsure	8.1	---	25.0
Does team teaching tend to prevent teachers from forming close relationships with their pupils?			
Yes	21.6	---	0.0
No	66.2	---	91.7
Unsure	12.2	---	8.3
Do you think your team obtains sufficiently good results with pupils to justify the time and energy you put into planning?			
Yes	63.5	---	75.0
No	23.0	---	0.0
Unsure	13.5	---	25.0
Do all members of the team carry their fair share of the load?			
Yes	58.1	---	33.3
No	32.4	---	41.7
Unsure	9.5	---	25.0

Question	Innovative Schools n = 74	Conventional Schools n = 142	Nova Schools n = 12
The alternative thought to be most desirable:			
Teaching in a self-contained classroom	12.2%	---	0.0
Subject matter specialization, semi-departmentalization	56.8	---	66.7
Grade level teams	21.6	---	25.0
Area grade grouping	4.1	---	8.3
Invalid responses	5.3	---	0.0
The most desirable alternative in terms of types of school plants:			
Traditional classroom facilities	6.8	---	0.0
Pods	21.6	---	8.3
Movable partitions	40.5	---	75.0
Permanent partitions	2.7	---	0.0
Complete openness	23.0	---	16.7
Invalid responses	5.4	---	0.0
Alternative believed to be most accurate:			
This school plant has great potential but problems such as over-crowding prevent proper utilization.	54.1	---	50.0
No successful program can operate in this school until the plant undergoes alterations.	5.4	---	0.0
The plant as it is, or altered, is of only minor importance to the ultimate success of this school's instructional program.	36.5	---	50.0
Invalid responses	4.0	---	0.0

Student Attitude Questionnaire

This instrument contained some of the items common to the Teacher Attitude Questionnaire reported in a previous section. The instrument was anonymous. All fifth-year pupils in the twelve innovative and two Nova schools completed this form. Pupils from a random sample of fifth-year homerooms in the rest of the county also completed this instrument. Some items, which pertained only to innovative schools, were not included on questionnaires sent to conventional schools.

Highlights include:

1. Daily assignments to pupils were more likely to be the same for everyone in conventional schools, different for each person in innovative schools. The majority in both schools indicated daily assignments were usually made on a group basis.

2. Students in innovative schools were more likely to indicate that there were too many pupils in their school.

3. Pupils' ratings of subjects, school personnel, and materials were not much different in the two types of schools.

4. Pupils in innovative schools tended to give positive responses to items specific to various phases of individualized instruction.

PERCENT OF STUDENTS IN THREE TYPES OF SCHOOLS
RESPONDING TO SELECTED ITEMS*
ON THE STUDENT ATTITUDE QUESTIONNAIRE

Question	Innovative Schools n = 1552	Conventional Schools n = 2907	Nova Schools n = 247
Daily classwork in most of my subjects:			
Is usually the same for everyone.	14.1%	31.5%	2.4%
Is usually assigned to groups.	55.2	55.1	10.5
Is different for each person.	28.8	13.1	87.1
Invalid responses	1.9	0.3	0.0
In most of my classes:			
Each student has his own desk.	2.7	85.4	47.0
Students sit at tables.	96.0	14.4	52.2
Invalid responses	1.3	0.2	0.8
When students in my classes are given assignments to do, they:			
Waste a lot of time moving around the room and talking to each other.	32.3	33.9	23.9
Don't move around and talk much. They are expected to stay in their seats and be quiet most of the time.	13.9	19.5	16.6
Move around and talk some, but they do not waste a lot of time.	52.4	46.2	59.5
Invalid responses	1.4	0.4	0.0
In most subjects:			
We have too much homework.	32.1	33.8	8.1
We don't have enough homework.	52.1	62.4	45.7
Invalid responses	15.8	3.8	46.2
There are too many pupils in my school.			
Yes	40.7	26.1	16.6
No	41.8	49.9	56.3
Don't know	16.2	23.9	27.1
Invalid responses	1.3	0.1	0.0
Most students in my classes understand where they are supposed to be and what is expected of them.			
Usually	47.6	49.0	61.2
Sometimes	37.0	35.7	35.2
Seldom	14.0	14.9	3.6
Invalid responses	1.4	0.4	0.0

*Items reported here are items that were responded to by students, but not by teachers.

Question	Innovative Schools n = 1552	Conventional Schools n = 2907	Nova Schools n = 247
Students' Rating of Subjects:			
Language Arts			
Good	48.5%	46.9%	44.[illegible]%
In Between	40.5	43.8	47.0
Bad	8.2	7.9	8.5
Invalid responses	2.8	1.4	0.4
Math			
Good	55.3	58.9	61.1
In Between	31.8	30.0	29.1
Bad	9.7	9.7	8.9
Invalid responses	3.2	1.4	0.9
Social Studies			
Good	46.5	44.0	38.5
In Between	35.1	39.1	44.5
Bad	15.1	14.8	16.2
Invalid responses	3.3	2.1	0.8
Science			
Good	55.3	51.3	65.2
In Between	31.1	35.7	24.3
Bad	10.7	10.2	8.1
Invalid responses	2.9	2.8	2.4
Art			
Good	69.1	74.7	79.8
In Between	20.0	15.7	15.8
Bad	7.9	5.8	2.8
Invalid responses	3.0	3.8	1.6
Music			
Good	53.4	60.4	32.4
In Between	27.8	23.8	42.9
Bad	15.2	10.3	23.1
Invalid responses	3.6	5.5	1.6
Physical Education			
Good	75.3	75.6	77.3
In Between	16.2	15.4	18.2
Bad	5.3	4.4	4.0
Invalid responses	3.2	4.6	0.5

Question	Innovative Schools n = 1552	Conventional Schools n = 2907	Nova Schools n = 247
Students' Rating of School Facilities and Instructional Materials:			
School Buildings			
Good	63.0%	51.5%	75.3%
In Between	26.1	35.9	22.3
Bad	7.9	10.9	2.0
Invalid responses	3.0	1.7	0.4
School Yard			
Good	47.2	51.7	48.6
In Between	34.0	34.2	35.6
Bad	15.5	11.9	14.2
Invalid responses	3.3	2.2	1.6
Textbooks			
Good	42.8	43.4	43.3
In Between	39.8	40.7	42.9
Bad	13.9	12.7	10.1
Invalid responses	3.5	3.2	3.7
Instructional Television			
Good	54.3	57.3	50.6
In Between	28.2	28.2	37.2
Bad	14.2	9.4	10.5
Invalid responses	3.3	5.1	1.7
Teaching Machines			
Good	60.4	58.8	66.8
In Between	27.1	26.0	25.1
Bad	8.9	7.8	6.9
Invalid responses	3.6	7.4	1.2
Workbooks			
Good	41.5	45.4	39.7
In Between	36.4	35.9	42.9
Bad	15.9	12.9	15.0
Invalid responses	6.2	5.8	2.4
Special Materials (SRA Kits)			
Good	45.9	54.2	42.1
In Between	33.8	30.8	37.7
Bad	16.7	8.7	18.6
Invalid responses	3.6	6.3	1.6

Question	Innovative Schools n = 1552	Conventional Schools n = 2907	Nova Schools n = 247
Media Center (Library)			
Good	77.6%	67.0%	83.0%
In Between	15.5	16.8	13.0
Bad	3.6	4.7	1.2
Invalid responses	3.3	11.5	2.8
Lunchroom (Cafetorium)			
Good	60.9	56.6	60.3
In Between	24.5	22.6	25.5
Bad	10.6	11.3	12.1
Invalid responses	4.0	9.5	2.1
School Personnel			
Principals			
Good	63.0	65.3	62.8
In Between	24.7	23.0	29.6
Bad	9.5	9.7	7.3
Invalid responses	2.8	2.0	0.3
Guidance Counselors			
Good	75.5	72.7	90.3
In Between	16.9	19.1	7.7
Bad	4.3	4.2	1.2
Invalid responses	3.3	4.0	0.8
Teachers			
Good	58.1	64.6	61.6
In Between	30.7	23.1	33.2
Bad	7.3	6.7	3.2
Invalid responses	3.9	5.6	2.0
Teacher Aides			
Good	61.6	58.7	72.8
In Between	26.0	26.4	22.7
Bad	9.2	9.8	4.5
Invalid responses	3.2	5.1	0.0

Question	Innovative Schools n = 1552	Conventional Schools	Nova Schools n = 247
Rating of Various Phases of Individualized Instruction:			
Learning at your own rate			
Good	61.4%	---	74.1%
In Between	28.4	---	22.7
Bad	7.5	---	3.2
Invalid responses	2.7	---	0.0
Being more responsible for own assignments			
Good	57.9	---	60.7
In Between	31.1	---	33.6
Bad	8.3	---	5.3
Invalid responses	2.7	---	0.4
Using special materials and equipment			
Good	66.7	---	76.2
In Between	24.7	---	20.2
Bad	5.5	---	3.6
Invalid responses	3.1	---	0.0
Learning stations			
Good	51.3	---	51.0
In Between	35.8	---	41.7
Bad	9.5	---	5.7
Invalid responses	3.4	---	1.6
Team teaching			
Good	52.4	---	56.7
In Between	30.5	---	32.0
Bad	13.4	---	8.5
Invalid responses	3.7	---	2.8
Having more freedom			
Good	63.5	---	73.7
In Between	21.2	---	20.2
Bad	12.0	---	5.7
Invalid responses	3.3	---	0.4
Report cards			
Good	50.5	---	46.2
In Between	29.8	---	34.4
Bad	16.3	---	19.0
Invalid responses	3.4	---	0.4

Student Survey

The Student Survey was not anonymous. It was completed by all fifth-year pupils in the twelve innovative schools and the two Novas. Pupils in the random sample of homerooms also completed this form. The main purpose of this instrument was to measure pupils' attitudes toward school. Several items specifically related to this topic have been added to provide an index of pupils' liking for school. Total scores on these items will be used in subsequent analyses.

Pupil responses to most of these items did not differ sufficiently to warrant highlighting. Pupils who had attended Broward schools for longer periods of time were more likely to attend conventional schools. The general direction of the responses to items concerning attitudes about school slightly favored conventional schools. This direction, and the absence of any noteworthy differences on individual items, should dispel part of the notion that pupils in open-space plants "like school more but don't learn as much."

PERCENT OF STUDENTS IN THREE TYPES OF SCHOOLS
RESPONDING TO EACH ITEM ON THE STUDENT SURVEY

Question	Innovative Schools n = 2867	Conventional Schools n = 1556	Nova Schools n = 245
When I think about most things in this school, I:			
Feel happy	69.0%	70.6%	78.4%
Don't care	18.2	16.0	16.3
Feel unhappy	12.8	13.4	5.3
Being in this school makes me feel proud and important:			
Most of the time.	35.2	39.4	51.9
Some of the time.	51.9	49.0	45.7
None of the time.	12.9	11.6	2.4
Being in this school:			
Makes it hard for me to have friends.	8.8	10.8	11.8
Makes it easy for me to have friends.	41.5	44.9	36.7
Doesn't make it any easier or harder to have friends.	49.7	44.3	51.5
When I am in school, I most often feel:			
Relaxed.	59.1	61.5	74.3
Upset and tense.	16.5	15.9	10.2
Confused.	24.4	22.6	15.5
My teachers seem to like me.			
Yes	49.3	56.8	50.2
No	14.8	10.8	6.1
Don't know	35.9	32.4	43.7
I would rather:			
Learn things on my own.	17.2	11.8	24.1
Work with other students to learn.	29.1	25.5	40.8
Have a teacher teach me what I should know.	53.7	62.7	35.1
In my opinion:			
I am glad I went to this school.	53.2	53.2	81.7
I would have been better off at another school.	14.8	12.0	6.5
I don't think it matters.	32.0	34.8	11.8
Someone at home helps me with my school work.			
A lot.	18.4	19.5	27.8
A little bit.	59.8	57.0	63.2
Not at all.	21.8	23.5	9.0

Question	Innovative Schools n = 2867	Conventional Schools n = 1556	Nova Schools n = 245
How many years have you attended public schools in Broward County?			
One	18.4%	12.7	3.3
Two	16.3	10.0	2.4
Three	13.0	9.8	0.8
Four	9.4	7.6	4.9
Five	38.2	52.9	85.8
Six	3.5	5.3	2.0
Seven	0.1	0.4	0.0
Invalid responses	1.1	1.3	0.8
Have you ever changed schools in Broward County because your parents moved?			
Yes	31.6	30.7	8.2
No	68.4	69.3	91.8
Have you ever been held back a grade?			
Yes	14.5	16.9	7.3
No	85.5	83.1	92.7

Conclusions

It is probably best that this report be further discussed and interpreted by instructional rather than research personnel. In our opinion, the most important finding of this report is that teachers in innovative schools were somewhat unhappy about a variety of things, but very few of them were ready to advocate returning to self-contained classes in traditional plants.

APPENDIXES

ELEMENTARY SCHOOL PROGRAM QUESTIONNAIRE

Name_____ School_____

Please answer these questions in reference to your own classroom or teaching situation. Answer as honestly as you can. Please check only one response to each item.

1. Do you feel you have enough time to plan for your students? ___Yes ___No

2. Do you feel you have enough materials to plan a program to fit the needs of your students? ___Yes ___No

3. Do you feel you and your students have easy access to all the material and equipment in your school? ___Yes ___No

4. Do you feel you have had sufficient inservice training to implement your educational program? ___Yes ___No

5. Are you in an
___open school?
___standard classroom?
___suite of rooms? (How many? ___)

6. Do you work with other teachers in a team or semi-team situation?
___Yes ___No

7. Do you plan with other teachers in a team or semi-team situation?
___Yes ___No

8. Are your students assigned to your class (or classes) by ability level?
___Yes ___No

9. How many classes do you teach? I (self-contained) 2 3 4 5 6

10. Which of the basic skills do you teach?
___all (self-contained)
___Language Arts
___Math
___Science
___Social Studies

11. Are you involved in the planning of any subjects you don't teach?
___Yes ___No

12. Would you say you teach an individualized program in some subjects?
___Yes ___No
If yes, which subjects? _____
_____
_____

13. Which word best describes how often students help plan their assignments and schedules? ___Often ___Seldom

14. For each subject, please check the activity that occurs most often in your class. (Please indicate Not Applicable if you do not teach a subject.)

	Lecture-discussion followed by independent assignments	Small group activities followed by independent assignments	Individual conferences followed by independent assignments
A. Language Arts	___	___	___
B. Math	___	___	___
C. Science	___	___	___
D. Social Studies	___	___	___

15. In reports to parents, do you grade students
___according to grade norms?
___according to the student's progress relative to his ability?

TEACHER ATTITUDE QUESTIONNAIRE
All Teachers

Please rate how comfortable you would feel (teachers in traditional schools) or do feel (teachers in new plants) about the following:

1. Having other teachers present in the room while you are teaching?
   ___ 1. very comfortable.
   ___ 2. slightly comfortable.
   ___ 3. slightly uncomfortable.
   ___ 4. very uncomfortable.

2. Teaching in an area where other teachers are also conducting classes?
   ___ 1. very comfortable.
   ___ 2. slightly comfortable.
   ___ 3. slightly uncomfortable.
   ___ 4. very uncomfortable.

3. Having frequent visits by teachers and administrators observing your class?
   ___ 1. very comfortable.
   ___ 2. slightly comfortable.
   ___ 3. slightly uncomfortable.
   ___ 4. very uncomfortable.

Check the appropriate response.

4. Is the pupil-teacher ratio at your school too large to effectively implement this school's educational program?
   ___ 1. Yes.
   ___ 2. No.
   ___ 3. Don't know.

5. Please write the pupil-teacher ratio you think would be needed to fairly evaluate the effectiveness of your instructional program.
   The pupil-teacher ratio should be _____.

6. The temperature at this school
   ___ 1. is usually comfortable.
   ___ 2. is often too hot or cold.

7. In my opinion discipline at this school is
   ___ 1. too strict.
   ___ 2. too easy.
   ___ 3. just right.

8. Most teachers at this school
   ___ 1. never seem to have enough time to help pupils.
   ___ 2. sometimes are too busy to give pupils enough help.
   ___ 3. always have time to help pupils.

9. I think that most pupils in my classes
   ___ 1. feel happy about coming to school.
   ___ 2. don't care.
   ___ 3. feel unhappy about coming to school.

10. In my opinion
___ 1. there is too much noise and confusion at this school.
___ 2. noise is not much of a problem at this school.
___ 3. noise is not a problem at this school.

11. In my class (or classes)
___ 1. I have to spend a lot of time making pupils behave.
___ 2. I don't have to spend much time correcting conduct.

12. Most teachers in this school
___ 1. don't seem to care if pupils do well or not.
___ 2. always try to help students do their best.

13. Most teachers in this school seem happy.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

14. In this school
___ 1. students seem to be very friendly to each other.
___ 2. students are friendly to each other but only in cliques or groups.
___ 3. most students are not friendly.

15. Most pupils prefer
___ 1. class discussions.
___ 2. teacher lectures.
___ 3. working on their own.

16. Most students
___ 1. work hard most of the time.
___ 2. work hard sometimes.
___ 3. only work hard when a teacher is watching.

17. Most teachers
___ 1. know their students very well.
___ 2. know their students fairly well.
___ 3. don't know their students well at all.

18. Most pupils get help from the guidance counselor
___ 1. often.
___ 2. seldom.
___ 3. never.

19. Students find the learning materials in most subjects
___ 1. interesting.
___ 2. dull.
___ 3. confusing.

20. Most pupils worry about grades.

___ 1. Yes.
___ 2. No.
___ 3. Don't know.

21. Most pupils are proud of this school.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

22. At this school pupils
___ 1. often wait around a lot before they are told what to do.
___ 2. move from one activity to another with few delays.

23. The staff at the county office level
___ 1. often provides valuable assistance.
___ 2. sometimes provides valuable assistance.
___ 3. seldom provides valuable assistance.
___ 4. never provides valuable assistance.

24. The staff at the area level
___ 1. often provides valuable assistance.
___ 2. sometimes provides valuable assistance.
___ 3. seldom provides valuable assistance.
___ 4. never provides valuable assistance.

25. Does the present report card provide an adequate basis for reporting pupil progress?
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

26. Do you think it is really possible to implement an individualized program for all pupils?
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

27. In terms of ability and motivation what type of student do you think would do best in an individualized program?
Motivation (Check one)
___ 1. High.
___ 2. Average.
___ 3. Low.

Ability (Check one)
___ 1. High.
___ 2. Average.
___ 3. Low.

28. What type of pupil would do poorest?
Motivation (Check one)
___ 1. High.
___ 2. Average.
___ 3. Low.

Ability (Check one)
___ 1. High.
___ 2. Average.
___ 3. Low.

Items 29-41 are included only in the questionnaire going to innovative schools.

Check each item you can answer with yes or no. A question mark has been provided for questions you find hard to answer.

29. Do you have sufficient materials to effectively implement your program? Yes No ?

30. Is there a problem with sharing materials? Yes No ?

31. Do you know how to use all of the materials available to you? Yes No ?

32. Do you know how to use all of the available equipment? Yes No ?

33. Do you think the new materials and equipment now available really facilitate learning? Yes No ?

34. On the whole, do you feel team teaching has helped you become a better teacher? Yes No ?

35. Do you feel good ideas are often thwarted by other team members? Yes No ?

36. Does team teaching tend to prevent teachers from forming close relationships with their pupils? Yes No ?

37. Do you think your team obtains sufficiently good results with pupils to justify the time and energy you put into planning? Yes No ?

38. Do all members of the team carry their fair share of the load? Yes No ?

39. Check the alternative that in your opinion is most desirable.
___ 1. Teaching in a self-contained classroom.
___ 2. Subject matter specialization, semi-departmentalization.
___ 3. Grade level teams.
___ 4. Area grade grouping.

40. Check the most desirable alternative in terms of types of school plants.
___ 1. Traditional classroom facilities.
___ 2. Pods.
___ 3. Movable partitions.
___ 4. Permanent partitions.
___ 5. Complete openness.

41. Check the alternative you believe to be most accurate.
___ 1. This school plant has great potential but problems such as overcrowding prevent proper utilization.
___ 2. No successful program can operate in this school until the plant undergoes alterations.
___ 3. The plant as it is, or altered, is of only minor importance to the ultimate success of this school's instructional program.

STUDENT ATTITUDE QUESTIONNAIRE

A. These questions have no right or wrong answers. Please check the one response which best tells how you feel each question should be answered.

MULTIPLE CHOICE

1. The temperature at this school
   ___ 1. is usually comfortable.
   ___ 2. is often too hot or too cold.

2. In my opinion discipline at this school
   ___ 1. is too strict.
   ___ 2. is too easy.
   ___ 3. is just right.

3. Daily classwork in most of my subjects
   ___ 1. is usually the same for everyone. The whole class does the same pages in the same book at the same time.
   ___ 2. is usually assigned to groups. Different groups are given different lessons to do.
   ___ 3. is different for each person. Each pupil receives his own assignments.

4. Teachers in most of my classes
   ___ 1. never have enough time to help pupils.
   ___ 2. sometimes are too busy to give pupils enough help.
   ___ 3. always have time to help us.

5. I think that most pupils in my classes
   ___ 1. feel happy about coming to school.
   ___ 2. don't care.
   ___ 3. feel unhappy about coming to school.

6. In my opinion
   ___1. there is too much noise and confusion at this school.
   ___2. noise is not much of a problem at this school.
   ___3. noise is no problem at all at this school.

7. In most of my classes
   ___ 1. each student has his own desk.
   ___ 2. we sit at tables.

8. When students in my classes are given assignments to do, they
   ___ 1. waste a lot of time moving around the room and talking to each other.
   ___ 2. don't move around and talk much. They are expected to stay in their seats and be quiet most of the time.
   ___ 3. move around and talk some, but they do not waste a lot of time.

9. In my classes
   ___ 1. teachers have to spend a lot of time making pupils behave.
   ___ 2. teachers don't need to correct our conduct very often.

10. My teachers
___ 1. sometimes don't seem to care if pupils do well or not.
___ 2. always try to help us do our best.

11. Most teachers in this school seem happy.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

12. In most subjects
___ 1. we have too much homework.
___ 2. we don't have enough homework.

13. In this school
___ 1. most students are very friendly to each other; no one gets left out.
___ 2. most students have close friends, but it may be hard for some new students to make friends.
___ 3. most students are not friendly.

14. There are too many pupils in my school.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

15. In most of my subject classes
___1. pupils help plan their assignments.
___2. the teacher tells us what to do.

16. Most of the time pupils in my classes prefer
___ 1. class discussions.
___ 2. teacher lectures.
___ 3. working on their own.

17. Most students in my classes understand <u>where</u> they are supposed to be and <u>what</u> is expected of them.
___ 1. Usually.
___ 2. Sometimes.
___ 3. Seldom.

18. Most students in my classes
___ 1. work hard most of the time.
___ 2. work hard sometimes.
___ 3. only pretend to work when a teacher is watching.

19. Most teachers at this school
___ 1. know their students very well.
___ 2. know their students fairly well.
___ 3. don't know their students well at all.

20. Most pupils get help from the guidance counselor.
___ 1. Often.
___ 2. Seldom.
___ 3. Never.

21. The learning materials in most subjects are
___ 1. interesting.
___ 2. dull.
___ 3. confusing.

22. Most pupils in my classes worry about grades.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

23. Most pupils are proud of this school.
___ 1. Yes.
___ 2. No.
___ 3. Don't know.

24. At this school pupils
___ 1. often wait around a lot before they are told what to do.
___ 2. move from one activity to another with few delays.

B. Please rate the following as good, bad, or in between. Once again, there are no right or wrong answers. Check the blank under the word which best describes how you really feel about each of these items.

1. Subjects	Good	In Between	Bad
Language Arts	___	___	___
Math	___	___	___
Social Studies	___	___	___
Science	___	___	___
Art	___	___	___
Music	___	___	___
Physical Education	___	___	___

2. Things	Good	In between	Bad
The school building	—	—	—
The school yard	—	—	—
Textbooks	—	—	—
ITV programs	—	—	—
Teaching machines	—	—	—
Workbooks	—	—	—
Special materials (such as SRA kits)	—	—	—
The media center (library)	—	—	—
The lunchroom	—	—	—

3. People	Good	In between	Bad
Principals	—	—	—
Guidance counselors	—	—	—
Deans	—	—	—
Teachers	—	—	—
Aides	—	—	—

STUDENT SURVEY

Name _____ School _____

Attendance Number _____

This is not a test; the questions have no right or wrong answers. Please check the one answer which best tells what you really think.

1. When I think about most things in this school
   ___ 1. I feel happy.
   ___ 2. I don't care.
   ___ 3. I feel unhappy.

2. Being in this school makes me feel proud and important
   ___ 1. most of the time.
   ___ 2. some of the time.
   ___ 3. none of the time.

3. Being in this school
   ___ 1. makes it hard for me to have friends.
   ___ 2. makes it easy for me to have friends.
   ___ 3. doesn't make it any easier or harder to have friends.

4. When I am in school I most often feel
   ___ 1. relaxed.
   ___ 2. upset and tense.
   ___ 3. confused.

5. My teachers seem to like me.
   ___ 1. Yes.
   ___ 2. No.
   ___ 3. I don't know.

6. I would rather
   ___ 1. learn things on my own.
   ___ 2. work with other students to learn.
   ___ 3. have a teacher teach me what I should know.

7. In my opinion
   ___ 1. I am glad I went to this school.
   ___ 2. I would have been better off at another school.
   ___ 3. I don't think it matters.

8. Someone at home helps me with my school work
   ___ 1. a lot.
   ___ 2. a little bit.
   ___ 3. not at all.

9. Circle the number of years you have attended public schools in Broward County (don't count kindergarten): 1 2 3 4 5 6 7 8 9 10

10. Have you ever changed schools in Broward County because your parents moved?
    ___ 1. Yes.
    ___ 2. No.

11. Have you ever been held back a grade?
    ___ 1. Yes.
    ___ 2. No.

APPENDIX B

STATES INCLUDED IN EACH GEOGRAPHICAL LOCATION

New England States:

Connecticut, Maine, Massachusetts, New Hampshire, Vermont, Rhode Island

North Atlantic States:

New Jersey, New York, Pennsylvania

North Central States:

Illinois, Indiana, Michigan, Ohio, Wisconsin

Central States:

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Atlantic States:

Delaware, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia

Southeastern States:

Alabama, Kentucky, Mississippi, Tennessee

Southwestern States:

Arkansas, Louisiana, Oklahoma, Texas

Western States:

Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming

Pacific States:

Alaska, California, Hawaii, Oregon, Washington

Florida[1]

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[1]Florida was considered as a separate location for this study.